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ABSTRACT

ERIC abstracts on organizational renewal, announced in RIE through February 1971, are presented. The key terms used in compiling this collection are "administrative organization," "organizational change," and "organizational climate." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (RA)

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ERIC Abstracts on:

Organizational Renewal: Change and the School Administrator

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ERIC Abstracts

A Collection of ERIC Document Resumes on

Organizational Renewal: Change and the School Administrator

Compiled by

the

ERIC Clearinghouse on
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March 1971

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PREFACE

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Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy of School Executives (NASE) of the American Association of School Administrators. The abstracts are compiled by the Clearinghouse to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by AASA and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director

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INTRODUCTION

Since the beginning of ERIC in 1966, more than 30,000 documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of this total, about 1,500 documents have been processed by this Clearinghouse. So extensive is this growing collection of documents that we thought it would be useful to compile separate lists of ERIC documents on a number of critical topics in educational management. Published separately, these selected lists of documents comprise the ERIC Abstracts series.

To compile each list, a search is made of the RIE indexes, using key terms that define the topic being searched. The terms used to compile this collection of documents on organizational renewal are ADMINISTRATIVE ORGANIZATION, ORGANIZATIONAL CHANGE, and ORGANIZATIONAL CLIMATE. Relevance to the topic is the only criterion for listing a document. The listing is complete for all issues of RIE through February 1971. Not all of the listed documents were processed by this Clearinghouse.

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1. American Association of School Administrators, and National Education Association. "Structuring the Administrative Organization of Local School Systems." Washington, D. C.: Educational Research Service Circular, 2(April 70). 44 pages. ED 042 236 MF $0.65 HC not available from EDRS. (Available from Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, $2.00.)

   Intended to assist school administrators in improving existing school organizations, this paper discusses the nature of organizations, indicators of reorganization timing, and the task of reorganization. A matrix chart analyzing and comparing different organizational structures, and flowcharts for fifteen different types of school administrative structures are provided and explained. A bibliography of twenty-five entries is included.

2. Anderson, James G. "Patterns of Control and Their Consequences in Formal Organizations." Chapter I in Bureaucracy in Education. Baltimore, Maryland: The Johns Hopkins Press, 1968. 52 pages. ED 030 951 MF $0.65 HC $3.29. (Complete document available from The Johns Hopkins Press, Baltimore, Maryland 21218, 217 pages, $7.00.)

   The problems of control within complex organizations are a direct result of the need to coordinate activities that have been broken down into subunits so that they can be performed by a group of employees. In such organizations, authority is justified on a "rational-legal" basis, and the general pattern of control is through bureaucratic rules. As bearers of authority, rules structure relationships and channel action into conformity with the organizational goals. In addition, rules serve as a means of communication. The directional and boundary functions of rules may become dysfunctional if they are interpreted as minimum standards of performance. Also, rules may cause a means-ends inversion for the organization, leading to unsatisfactory relationships and inflexibility. The means of control are inextricably associated with the structure of the organization. Improvements in organizational effectiveness and need-fulfillment of its members depend upon alterations in the structure of the organization that will facilitate change in the means of control.

3. Apel, John D. Prediction of Adult Educators' Attitudes toward Institutional Changes. Final Report. Illinois: University of Chicago, 1967. 25 pages. ED 012 881 MF $0.65 HC $3.29.

   To maintain the flexibility in educational programing necessary to meet the changing needs and social problems of the adult student, staff members must be willing to adapt to change. Thus, predicting the attitudes

of adult educators toward institutional change is a significant concern. This research tested the notion, drawn from psychological, sociological, and administrative theory, that an individual's personality or value system is a less adequate measure of his attitude toward change than is his perception of the effects of change on his personal interests and institutional goals. Data, collected by means of a questionnaire administered to 406 staff members of the University of Missouri Extension Division, were analyzed statistically by factor analysis. The Rokeach Dogmatism Scale was the personality dimension. Results indicate that, while attitude toward change in general may vary from person to person, most people consistently react in different ways to different changes rather than automatically rejecting or accepting all change. The relative importance each person attaches to different aspects of the "goodness" or "badness" of each change is paramount.

4. Baldridge, J. Victor. Organizational Change Processes: A Bibliography with Commentary. Stanford, California: Stanford Center for Research and Development in Teaching, Stanford University, 1970. 19 pages. ED 036 908 MF $0.65 HC $3.29.

This bibliography deals with a wide variety of organizational dynamics and is related to the definition of organizational change developed by the Stanford Center's Organizational Change Project. The definition, discussed in detail, focuses on deliberate change instituted to reformulate official policy. A topical outline of the bibliography is provided. Included under the heading "General Problems of Analyzing Organizational Change" are discussions of (1) reasons why organizational theorists have generally neglected the problem of organizational paradigms, (2) deliberate action by authorities and partisans, (3) organizational conflict as a promoter of change, and (4) the interrelation of organizational subsystems. The heading "Changes in Various Subsystems" discusses (1) changing organizations by changing individuals, (2) partisan groups of agents of organizational change, (3) system changes planned by authorities (long-range planning and decision making), (4) technology as a source of organizational change, and (5) the organization and its environment.

5. Beckhard, Richard. Organization Development: Strategies and Models. Reading, Massachusetts: Addison-Wesley Publishing Company, 1969. 128 pages. ED 037 623 Document not available from EDRS. (Available from Addison-Wesley Publishing Company, Reading, Massachusetts 01867.)

Written for managers, specialists, and students of management, this book is based largely on the author's experience in helping organization leaders with planned-change efforts, and on related experiences

of colleagues in the field. Chapter One presents the background and causes for the increased concern with organization development and planned change. Chapter Two defines organization development, training, and operations research. Chapter Three reviews and describes the types of strategies, tactics, and activities that are used in organization development efforts. The next five chapters are case studies of organizationwide, planned-change efforts. Each case represents a specific change-target emphasis--a change in the "culture" of the organization, in managerial strategy, and in the way work is organized; creative adaptation to a new environment; and changes in influence and communication patterns. Chapter Nine analyzes the conditions and characteristics of successful and unsuccessful organization development efforts. Chapter Ten is concerned with different strategies of managing. The last chapter looks ahead briefly to what we might expect as major influences in the field of organization improvement in the next decade.

6. Bennis, Warren G. Organization Development: Its Nature, Origins, and Prospects. Reading, Massachusetts: Addison-Wesley Publishing Company, 1969. 95 pages. ED 037 622 Document not available from EDRS. (Available from Addison-Wesley Publishing Company, Reading, Massachusetts 01867.)

   A primer on organization development (OD), this book presents a basic statement for people in organizations and for practitioners and students of OD, including many concrete examples. After a definition of OD, the basic conditions that create the need for OD are discussed: rapid change, growth in size, increasing diversity, change in managerial behavior, and problems confronted in OD. Then follow questions and answers, divided into Part I: The Professionals, and Part II: The Practitioners. A chapter on sensitivity training covers three cases of failure, propositions about the uses of laboratory training in effecting social change, and a postscript on the prospects for democratic social change. Finally, there is discussion of the politics of change, structure versus climate, and the profession of OD. There is a bibliography.

7. Bennis, Warren G. "Principles and Strategies of Directing Organizational Change via Laboratory Training." Chapter 8 in Changing Organizations. New York: McGraw-Hill, 1966. ED 013 398 Document not available from EDRS. (Complete document available from McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036, 223 pages, $7.45.)

   This chapter of a larger work on the sociology of organizational change suggests guidelines for using laboratory training within organizational social systems. The ultimate aim of such training is not only to impart human relations skills to the participants, but also to change organiza-

tional values so that human feelings are regarded as legitimate. The effective change agent needs professional and human relations skills, nonauthoritarian style, and the assurance of acceptance within the target organization. Moreover, training goals must be appropriate and feasible, the target system and its high officers must be prepared for, and oriented to, laboratory training, and participation should be strictly voluntary. The document includes seventeen references, three case histories illustrating causes of laboratory training failures, and a five-step model for diagnosing the state of the target system.

8. Bernthal, Wilmar F. "Organizational Leadership: Some Conceptual Models." Paper presented at the Mountain-Plains Institute for New Presidents of Community Colleges, Scottsdale, Arizona, May 5, 1969. 19 pages. ED 034 530 MF $0.65 HC $3.29.

   The author examines several different types of organization (charismatic, traditional, bureaucratic, and task-oriented) and the role of the leader in each. In the modern, task-oriented system, his role can hardly be generalized as decision making, direction and control, problem solving, inspiration, communication, or any other simple function. Rather, it consists of realistically assessing environmental forces or constraints; articulating the organization's mission; vying for and securing resources for the functions of the organization; providing internal coordination, communication, and conflict resolution; and representing the organization to its constituency (taxpayers or shareholders). His leadership style is characterized as neither authoritarian nor democratic, but as flexible and adaptive. He must correctly assess the forces in himself, in the organization, and in the larger environment, and then he must respond appropriately to these factors in each situation. He is neither a strong nor a weak administrator, but an integral part of a complex social system, in which his primary mission is to integrate productively both human and nonhuman resources into an organization working toward a common goal. Charts show the evolution of organization theories and their characteristic faults and strengths.

9. Bigelow, Ronald Clyde. The Effect of Organizational Development on Classroom Climate. Eugene: Center for Advanced Study of Educational Administration, University of Oregon, 1969. 75 pages. ED 033 453 MF $0.65 HC $3.29.

   An organizational development (OD) program, used to aid organizations in accomplishing their tasks, was designed to include several schools and the total administrative hierarchy of a school district. In the OD project described in this report, a control group of those not involved in the program and an experimental group of those participating in the OD program were selected at random from the teachers of academic

core subjects (mathematics, science, English, and social studies) in separate junior high schools in the same school district. There were three women and eleven men in both groups. Two instruments were administered to the control and OD groups before and after the OD project. The study was designed to discover the effect of an OD program on the social-emotional climate of the classroom in a junior high school. The findings indicate that organizational development will change teacher behavior to more student-centered activities. A review of the literature, a bibliography, and appendices of the instruments of the study are included.

10. Blake, Robert R., and Mouton, Jane S. Building a Dynamic Corporation through Grid Organization Development. Reading, Massachusetts: Addison-Wesley Publishing Company, 1969. 128 pages. ED 037 621 Document not available from EDRS. (Available from Addison-Wesley Publishing Company, Reading, Massachusetts 01867.)

    These are the authors' personalized statements of how organizations function, how organizational excellence is to be judged, and how an organizational development effort can contribute to the achievement of such excellence. The book deals with the fundamentals of planned change as they apply to the corporation. It describes t' e principles and concepts of Grid Organization Development and its method of planned change, and presents techniques, instruments, and phases of development essential for inducing change and achieving desired results in an orderly but vigorous and controlled way.

11. Blake, Robert R., and Mouton, Jane S. The Managerial Grid; Key Orientations for Achieving Production through People. 1968. 351 pages. ED 023 049 Document not available from EDRS. (Available from Gulf Publishing Company, Box 2608, Houston, Texas 77001.)

    The Managerial Grid arranges a concern for production on the horizontal axis and a concern for people on the vertical axis of a coordinate system: 1, 1 shows minimum concern for production and people; 9, 1 shows major production emphasis and minimum human considerations; 1, 9 shows maximum concern for friendly working conditions and minimum production emphasis; 5, 5 shows adequate production and satisfactory morale; and 9, 9 shows major concern for people and production. Most American managers are 5, 5, but the ideal, the 9, 9 management, encourages teamwork and mutual respect, learns from mistakes, has a sense of directed commitment, and does not use facades. A study of 716 members of one organization showed that career accomplishment is consistently related to managerial style; the greater a career accomplishment, the more likely that the approach is 9, 9 and 9, 1. To approach a 9, 9 goal, a long-term effort should be made with Managerial Grid Laboratory-Seminar training, team development, horizontal and vertical

organizational relationships, organizational improvement goals, goal attainment, and stabilization. An experiment now in its fifth year in an industrial plant of twenty-four hundred employees implemented these suggestions and made considerable tangible and intangible gains. Extensive references are included.

12. Buchanan, Paul C. "Crucial Issues in Organizational Development." In Change in School Systems. Washington, D.C.: National Training Laboratories Institute for Applied Behavioral Science, 1967. 24 pages. ED 013 486 MF $0.65 HC $3.29. (Also available from the National Training Laboratories, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, $2.50.)

    Several cases of organization development are examined for common strategies applied in a selected group of cases. Studies selected met the concept of organization development and provided sufficient information to indicate case outcome. The strategy and issues of each were identified, and comparisons were made of cases classed as successful and unsuccessful (objectives not fully realized). This process allowed evaluation of the crucial issues "which made a difference" in the process of organizational development. When comparing the successful and unsuccessful cases, the most conspicuous issue was that of linkage between the target system and the larger (external) system. In two of three unsuccessful cases, changes were initiated and progress was being made, only to be halted because of management action above and outside the target system. In both cases, change would have been favorably eventuated if it had not been for the linkage breakdown between the external management and the change agent. Another important issue delineated through successful and unsuccessful case comparison was that of linkage with persons, issues, and/or parts within the target system. The cases used a variety of ways to cope with many similar issues. Of the thirty-three issues, three are identified as having central importance in organization development: (1) introducing a new model of operation that the organization members can consider as a basis for formulating improvement, (2) sequencing objectives and action steps in such a way that linkage is established between the initial point of change and the external system with which the target system has important interdependency, and (3) sequencing steps to establish linkage between the initial point of change and the operation internal to the target system.

13. Buchanan, Paul C. Evaluating the Effectiveness of Laboratory Training in Industry. Explorations in Human Relations Training and Research, Number 1. Washington, D.C.: National Training Laboratories Institute for Applied Behavioral Science, 1965. ED 017 780 Document not available from EDRS. (Available from National Training Laboratories, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, $1.50.)

Several studies of laboratory training programs in industry are assessed in terms of (1) their potential usefulness (do they accomplish intended changes in participants that are lasting or self-reinforcing, and how do they compare with other methods in accomplishing similar goals) and (2) actual contribution (does participation lead to lasting change in the operation of work units and yield increased organizational effectiveness). The study concludes: (1) laboratory training is an effective means of facilitating change in individuals in the industrial setting; (2) it has been used successfully in some organizational development programs but not in others; (3) behavioral scientists associated with the national training laboratories are subjecting their theories and methods to systematic analysis and are developing strategies for organizational development; and (4) some of these strategies, now being studied systematically, show great promise. The document includes a bibliography.

14. Chesler, Mark Arnold. "Social Structure and Innovation in Elementary Schools." Dissertation, University of Michigan, 1966. 127 pages. ED 014 817 Document not available from EDRS. (Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103, Microfilm $3.00, Xerography $6.20.)

Focusing on the internal social relations among members of a school staff, questionnaire responses from 246 teachers in sixteen elementary schools were analyzed in a comparative study to determine factors most influential in initiating practices designed to improve the classroom learning climate. Elements of the school social system reviewed were the individual teacher, peer relations among teachers, the principal, and the relations between principal and teachers. Fifty-seven percent of the teachers said they were employing innovative practices for improving mental health or learning. Ninety-two percent reported they had employed or were employing in the classroom at least one of twelve listed innovations. Peer reports indicated an innovative rate of 58 percent across all schools. Variables that appeared to be positively and significantly correlated with educational innovation in the classroom were teacher education level, experience, and felt and desired influence. With respect to peer relations, variables found significantly and positively correlated included perception of the staff as a cohesive unit and nomination by peers as highly influential and enthusiastic about new approaches to teaching. Due to the inadequacy of measurement concepts and operations and the relative homogeneity of the schools concerned, hypotheses concerning the organizational level of analysis with regard to peer and principal relations were consistently unconfirmed.

15. Clark, David L., and Guba, Egon G. Effecting Change in Institutions of Higher Education. Bloomington, Indiana: National Institute for the Study of Educational Change, 1966. 39 pages. ED 028 685 MF $0.65 HC $3.29.

This paper on systematic change in institutions of higher education argues that "(1) there are identifiable functions which appear to be necessary in effecting a program of planned change in an institution and/or a social process field; (2) colleges and universities do not presently seem to be engaging in systematic efforts to carry out these functions; (3) the gap between what is needed and what is done can probably be explained on several counts . . . but . . . its existence accounts for the rigidity of programs in such settings and the low level of institutional development which threatens the role of the university as a significant change agent in our society." Section I presents the logical structure of the change process and includes an eight-category classification schema developed to describe the process. Section II describes how the functions discussed in Section I are currently "illogically" attended to in American colleges and universities. Section III attempts to explain the dysfunction between the logic of the change process and academic cultural and behavioral patterns; and Section IV identifies strategies for change that the universities should adopt if they want to preserve their culture.

16. Columbia University. [Second Interim Report of the Special Committee of the Trustees of Columbia University.] New York: 1969. 7 pages. ED 029 586 MF $0.65 HC $3.29.

The Special Committee of the Trustees of Columbia University was appointed "to study and recommend changes in the basic structure of the University." The second interim report contains the committee's recommendations on the participation of faculty and students in university governance through a proposed University Senate that would replace the existing University Council and the Advisory Committee of the Faculties to the President. Each school would be represented by at least one elected member in the senate, and the president of the university would be the presiding officer. The powers and duties of this unicameral body would include those set forth in sections twenty-two through twenty-four of the university's statutes. The senate would also have powers, with the concurrence of the trustees, to act in the area of faculty, student, and staff conduct. These powers would be supplemented by the responsibility to propose and recommend courses of action in matters affecting more than one school or faculty, matters surrounding university relations with its affiliates, and any matters of university-wide concern. The committee also recommends that procedures be established whereby the senate would be consulted on certain matters for which the trustees have the ultimate responsibility, and that additional opportunities be fostered at school, faculty, or departmental levels for meaningful faculty and student participation in university affairs.

17. Croft, John C. "Organizational Development for Thornlea: A Communication Package and Some Results." Paper presented at the annual meeting of the Canadian Educational Research Association, University of Victoria, British Columbia, January 28, 1969. 18 pages. ED 029 358 MF $0.65 HC $3.29.

Organizational development in education views the school as a social system and is directed toward growth of the internal staff relationships so that the school can attain and sustain an optimum level of organizational performance. During a one-week training session, involving administrative and teaching staff members at an experimental nongraded elementary school, participants were encouraged to view the school as a people-processing and growth-facilitating system. Open interaction among staff participants was stressed for improving the school's organizational performance, especially its internal problem-solving and decision-making capabilities and the creative collaboration of its staff for a product-oriented, dynamic learning program.

18. Eidell, Terry L., and others. "Innovativeness and the Organizational Attributes of Schools." Papers presented at Symposium 1.6 at the annual meeting of the American Educational Research Association, Los Angeles, February 1969. Eugene: Center for the Advanced Study of Educational Administration, University of Oregon, 1969. 60 pages. ED 027 619 MF $0.65 HC $3.29.

Focusing on the interrelated themes of school organization and innovation, five papers report on some preliminary analyses of field studies conducted during 1968 on such structural, sociocultural, and sociopsychological variables as division of labor, performance or organizational functions, decision-making studies and processes, hierarchies of authority and esteem, rule observation, value systems, reward systems, and leadership. The authors and their studies are: (1) Max G. Abbott, "Programmatic Research and Development on Innovativeness and the Organizational Attributes of Schools"; (2) Terry L. Eidell, Ronald Little, and Jon Thorlacius, "Uniformity and Variability in the Organizational Characteristics of Elementary Schools"; (3) Nico Stehr, George Lewis, and Roland J. Pellegrin, "Task Differentiation in Elementary Schools: An Exploratory Analysis"; (4) Charles J. Dudley, Keith F. Smith, and Roland J. Pellegrin, "The Decision-Making Structure of Schools"; and (5) Max G. Abbott and C. Michael Stuart, "The School Over Time: Our Findings Compared with Those of Waller."

19. Flizak, Christopher W. Organizational Structure of Schools and Its Relationship to Teachers' Psychological, Sociological, and Educational Role Orientation. Detroit, Michigan: Wayne State University, 1967. 99 pages. ED 017 001 MF $0.65 HC $3.29.

The organizational and related dynamics of the school and their effect upon the teacher's thinking, attitudes, and behavior are studied. These theoretical organization models are discussed: (1) the authoritarian, (2) the rationalistic, and (3) the humanistic. Mixed model types studied were: the authoritarian-rationalistic (AR), and the rationalistic-humanistic (RH). Thirty-three schools--fifteen AR and eighteen RH types--were chosen for one study by two sets of three independent judges. From these schools, 726 elementary teachers responded to the Evaluation Modality Test (EMT), the Minnesota Teacher Attitude Inventory (MTAI), and the Teacher Practice Questionnaire (TPQ). A total of ten dependent variables from the three tests were examined for differences between the teachers from the two types of schools. All ten dependent variables supported the hypothesis that organizational structure and related dynamics of a school have a significant relationship to certain social psychological characteristics of its teachers. AR school teachers showed higher mean scores for moralist and realist ethical valuation modes, total intensity of ethical valuation (EMT), and advice-giver, disciplinarian, referrer, and motivator teacher-role orientation of the TPQ. RH school teachers attained higher mean scores for the individualist mode of ethical valuation (EMT), the MTAI, and the counselor-teacher role of the TPQ. Implications and limitations of the study are discussed.

20. Goldhammer, Keith. Issues and Strategies in the Public Acceptance of Educational Change. Eugene: University of Oregon, 1965. 27 pages. ED 010 224 MF $0.65 HC $3.29.

    Organizational change studies and factors affecting educational change are discussed. A review of some studies indicates that organizational change is usually seen as acceptance of change by participants within an organization. Five categories of factors affecting the public acceptance of educational change are considered. Available research from fields other than education suggests that the factors discussed are: (1) the public's image of the advocate of change, (2) the public's image of the organization and the ends which it serves, (3) the public's view of the proposed changes, (4) the congruence of the proposed change with generally accepted values and recognized social needs, and (5) situational factors that facilitate or impede the acceptance of change. Conclusions indicate that innovations in education are not always well received by the public. The change agent needs to recognize that he is dealing with political problems.

21. Gross, Neal, and others. An Attempt to Implement a Major Educational Innovation: A Sociological Inquiry. Cambridge, Massachusetts: Center for Research and Development in Educational Differences, Harvard University, 1968. 390 pages. ED 032 649 MF $0.65 HC $13.16. (Also available from Publications Office, Longfellow Hall, Appian Way, Cambridge, Massachusetts 02138.)

This study attempts to isolate factors that inhibit and facilitate the implementation phase of the process of planned organizational change. The study was made of an innovation--the radical redefinition of the role of the teacher--which was introduced into a small elementary school in a lower class urban area. Data collection procedures included nonparticipant observation, informal discussions, formal interviews, systematic observations of classrooms, and self-administered questionnaires. The implementation failed. The report concludes that the extension of theory with respect to the implementation of a proposed organizational change must take into account: (1) staff resistance as a potential obstacle, (2) the clarity of an innovation, (3) members' capability to perform it, (4) the existence of necessary materials and resources, and (5) the compatability of organizational conditions with the innovation. In addition, resistance to change may emerge after the introduction of an innovation and can vary over the period of time during which implementation efforts are made. Included are a review of the literature and a bibliography.

22. Gross, Neal, and others. "Complex Organizations: The Implementation of Major Organizational Innovations." Paper to be presented at the annual meeting of the American Sociological Association, Boston, Massachusetts, August 1968. 30 pages. ED 025 827 MF $0.65 HC $3.29.

Based upon selected findings of a case study of an elementary school which attempted to implement a major organizational innovation--the redefinition of the teacher's role in an individualized instructional program--factors were identified that help to explain why implementation efforts fail. The laboratory school, with a positive climate for educational change, contained nearly two hundred pupils and eleven teachers in a depressed area with 60 percent black residents. In contrast to previous studies which have identified "resistance to change" as the main cause of an innovation's failure, analysis of the case study's findings determined that a number of important variables influence the implementation of directed change. These variables include: (1) clarity of an innovation as perceived by organizational members, (2) capability of members to perform it, (3) availability of necessary tools and equipment, and (4) compatibility of organizational conditions with the innovation. The administrator's role is particularly important in establishing conditions conducive to innovation and in rewarding innovative efforts. Resistance can develop over time as a consequence of frustrations members encounter in attempting to implement an innovation. From the study's findings a number of suggestions are drawn to assist in the implementation of organizational innovations.

23. Halbower, Charles C., and others. A New Organizational System for State-Level Educational Administration, A Recommended Response to Emerging Requirements for Change in California. A Report to the California State Board of Education. Boston, Massachusetts: Little, Arthur D., Inc.; and Sacramento: California State Department of Education, 1967. 253 pages. ED 018 845 MF $0.65 HC $9.87.

Derived from an analysis of functional requirements and assigned responsibilities, a new organizational system relying upon managerial capabilities and capacity for change is proposed by a team of professional consultants to cope successfully with problems and stresses confronting the California State System of Educational Administration. Broadly defined major functions include sensing emerging needs, assigning priorities and allocating resources, disseminating information regarding new instructional programs, and assuring the quality of educational offerings in accordance with legislative mandates and state board regulations. An organic diamond grid chart incorporating inherent flexibility portrays the interdependence among component elements of the new organization, with functional attributes custom-designed to carry out the missions of the organization. Specific recommendations are made for establishing major programs (compensatory education, departmental development and long-range planning, district development, and educational innovation dissemination), and a new agency for state-level administration of community college education. Other recommendations include personnel assignments, responsibilities of the state board of education, and organizational recommendations for major divisions (general education, vocational education, special education, and fiscal and business management services), as well as for personnel, information, and departmental supporting services.

24. Hughes, Larry W. A Study of Administrative Arrangements in Different Types of School Districts. Columbus: Ohio State University, 1965. 196 pages. ED 010 096 MF $0.65 HC $6.58.

This investigation explores the possible influences of organizational climate and its elements (as depicted by the central office administrative performance teams in selected school districts of the state of Ohio) on the innovativeness of a school district. The Organizational Climate Descriptive Questionnaire, which served as the main data-gathering instrument, had been determined in several previous studies to be a useful instrument when working with individual school staffs. From the school district sample of the 1964 Ohio Innovations Survey, thirteen predetermined noninnovative districts and eleven innovative districts were selected for data collection. The major findings follow. (1) Innovative school districts evidenced a more open climate than non-innovative districts. (2) Innovative districts were found to be significantly less disengaged and evidenced a higher esprit. No significant

differences were obtained for the element of hindrance. (3) No significant differences were found with respect to the group behavior aspect of intimacy. (4) Superintendents in innovative districts were predicted to evidence significantly lower aloofness, lower production emphasis, higher trust, and higher consideration; however, only the corollary involving higher trust held. And, (5) findings on such other aspects as research emphasis, biographical teacher characteristics, and financial programs were also obtained.

25. Janowitz, Morris. Institution Building in Urban Education. New York: Russell Sage Foundation, 1969. 128 pages. ED 041 959 Document not available from EDRS. (Available from Russell Sage Foundation, New York, New York, $3.50.)

This book presents a sociological perspective on the issues involved in transferring the institutional structure of inner city schools and discusses the closing of the gap between sociological analysis and policy, and professional practice and citizen participation. Examining the published and unpublished studies of experimental programs in urban education, and various surveys and proposals for reorganizing public school systems, the material focuses on the following areas: the slum school and contemporary society, the organizational format of the public school system, alternative models of change, operational elements of the school system, and school-community relations. For inner city education, the basic implications of the specialization and the aggregation models are held to rest on political issues of federal versus state and local control, and are geared to be relevant to the differing forms of control. The notion of the aggregation model, however, is concluded to be the one relevant to the entire social structure.

26. Jones, Garth N. Planned Organizational Change: A Study in Change Dynamics. London, England: Routledge and Kegan Paul, 1969. 273 pages. ED 034 923 Document not available from EDRS. (Available from Routledge and Kegan Paul, Ltd., Broadway House, 68-74 Carter Lane, London E.C.4, England.)

This study attempts to develop a broad model or concept, based largely on empirical evidence, which applies social science knowledge and methodology to the planning of change in corporations, armies, schools, hospitals, government, community groups, and other formal and informal organizations. Chapters two, three, and four define and discuss the roles of change agents, change catalysts, and "pacemakers" (maintainers of change) in stimulating and guiding organizational change. Other chapters examine theories and empirical findings on organizations as client systems, strategies and tactics of change, and the problem of determining and analyzing goals. Finally, the state of the art of planning

organizational change is assessed, and several problems unmet in this study are indicated. The document includes bibliographies and indexes, thirty-four tables and figures, seventeen graphs, proposed subject and geographic classification schemes, and instructions for case analysis.

27. Kimple, James, and others. "Curriculum Change through Organizational Change: A Human Relations Training Program in a School System." Papers presented at a symposium at the annual meeting of the American Educational Research Association, Minneapolis, March 1970. 128 pages. ED 037 385 MF $0.65 HC $6.58.

This document contains three papers describing the South Brunswick Township (Kindall Park, New Jersey) Public Schools inservice and preservice program based on a training design which includes group dynamics or human relations training combined with a summer laboratory school. The first paper, "A Three-Year Organizational Development with a Total School Staff," describes and analyzes the effects of each phase of the program (1967-70) in a middle school where teachers participated in an experimental summer school (experimental teaching in the morning; dynamics, planning, evaluation, and skill training in the afternoon) and then in follow-up activities throughout the school year (T-groups, problem solving, and skill training in goal setting, diagnosis, planning, evaluation, and other decision-making areas). The second paper describes and analyzes the undergraduate teacher intern program in which future teachers participate in a summer program involving human relations training and teaching in the experimental summer schools, and then in a full semester of teaching, consultation, observation, and seminar work on teams composed of interns, teachers, and college supervisors. The final brief paper summarizes system changes and program innovation, listing changes in curriculum, schools, and personnel.

28. Lake, Dale G., ed. Cooperative Project for Educational Development. Final Report. Ann Arbor: University of Michigan, 1968. 411 pages. ED 021 338 MF $0.65 HC $16.45.

Investigators from seven universities and the National Training Laboratories cooperated in a research project to help fifteen school systems improve their effectiveness. Utilizing questionnaire response data from approximately five thousand adults and six thousand fifth- and eleventh-grade students, the project analyzed problems of planned change in schools, evaluated the results of several strategies of planned change, formulated a set of variables relevant to understanding the operation of a school system, developed instruments for measuring each variable, and determined a concept of organizational self-renewal. Each of the

four centers in which the investigators worked formulated and applied a specific strategy of planned change in two or more school systems. A number of case studies are reported, based on detailed documentation and on reports prepared by special observers. One case study outlines the development of the interuniversity consortium which conducted the study. Examples of materials used in the study are appended.

29. Lawrence, Paul R., and Lorsch, Jay W. Developing Organizations: Diagnosis and Action. Reading, Massachusetts: Addison-Wesley Publishing Company, 1969. 110 pages. ED 037 620 Document not available from EDRS. (Available from Addison-Wesley Publishing Company, Reading, Massachusetts 01867.)

    The authors present a personal statement of their evolving experiences as collaborators in the work of developing organizations. Focus is on three critical interfaces: the organization-environment, the group-group, and the individual organization. The attainment both of organizational goals and of individual purpose receives close attention. Emphasis is given to a sequence of intervention in which diagnosis precedes action planning, and the notion that organizations can usefully be conceived of as systems. The book presents first the authors' overview of organization development and a summary of the research on which it is based, and then examines each of the three critical interfaces, including brief examples of work on each.

30. Lippitt, Gordon L. Organization Renewal: Achieving Viability in a Changing World. New York: Appleton-Century-Crofts, 1969. 322 pages. ED 037 663 Document not available from EDRS. (Available from Appleton-Century-Crofts, Educational Division, Meredith Corporation, 440 Park Avenue South, New York, New York 10016.)

    Drawing on behavioral and management science, this book points out the necessity for organizations to reexamine their objectives on behalf of their members, clients, and employees. Part One covers organizations as socio-technical systems. Part Two discusses organizations as people at work (motivation, personality, leadership, and work groups), and Part Three deals with the process of interfacing (dialogue, confrontation, problem solving, and ethical implications). The fourth and fifth parts cover conditions, skills, and actions in organizational renewal and resources for it.

31. Marcum, R. Laverne. Organizational Climate and the Adoption of Educational Innovation. Logan: Utah State University, 1968. 112 pages. ED 023 158 MF $0.65 HC $6.58.

    In a study to determine factors which cause or inhibit change in a

school organization, thirty schools in five western states were classified according to degree of innovativeness and organizational climate. Correlations were determined by analyzing four selected variables: expenditures per student, age of staff, years of staff service, and size of staff. The study reveals that, in contrast to the least innovative schools, the most innovative schools had open climates, higher expenditures per student, lower average age of staff, fewer number of years of staff service, and a larger professional staff. A bibliography of forty-four items is included.

32. Miles, Matthew B. "The Development of Innovative Climates in Educational Organizations." Edited and extended from remarks at National Conference of Innovative Educators (4th), San Francisco, December 16-18, 1968. Menlo Park, California: Educational Policy Research Center, Stanford Research Institute, 1969. 35 pages. ED 030 971 MF $0.65 HC $3.29.

    The actualization of educational improvements in school systems necessitates an innovative climate. A schematic diagram shows seven functions as constituting the planning and inventing process for educational improvement. Of these seven functions, four are developmental and adaptation processes, and three provide for the routinization of building changes into a system. Management of educational improvements in a school system requires organization of these diverse processes. Three suggestions for promoting an innovative climate are as follows: (1) coordination, the steering and development of innovative processes, is necessary; (2) structures to manage innovative processes can be created and existing ones utilized (seven types of structures are described); (3) climate, a diffuse concept in educational literature, can be replaced by the well-defined, social-psychological concept of group norm, which specifies organizational conditions promoting innovativeness. The necessary elements of a norm are a group, interaction time among the group, specific ideas of desirable or undesirable behavior, and sanction. Empirical data on innovativeness norms and nine different strategies for changing norms are presented.

33. Miles, Matthew B. "Planned Change and Organizational Health: Figure and Ground." Chapter 2, Change Processes in the Public Schools, by Richard O. Carlson, and others. Eugene: Center for the Advanced Study of Educational Administration, University of Oregon, 1965. 32 pages. ED 014 123 MF $0.65 HC $3.29. (Complete document available from the Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon 97403, 92 pages, $2.00.)

    Planned change, conditioned by the state of the system in which it occurs, must take the improvement of organizational health as a

primary target. The healthy school system is able to function effectively and to develop into a more fully functioning system. Of ten organizational health dimensions applicable to schools, three are task centered (goal focus, communication adequacy, and optimal power equalization); three deal with the internal state of the system and its inhabitants' maintenance needs (resource utilization, cohesiveness, and morale); and four deal with growth and changefulness (innovativeness, autonomy, adaptation, and problem-solving adequacy). Properties of educational systems that condition the application of organizational theory include goal ambiguity, input variability, role performance invisibility, low interdependence of parts, vulnerability, lay-professional control problems, and low technological investment. Six approaches, applying organizational theory to educational systems, are prescribed to induce organizational health: (1) team training, (2) survey feedback, (3) role workshop, (4) target setting and supporting activities, (5) organizational diagnosis and problem solving, and (6) organizational experiment. Basic to the success of these interventions are the factors of organizational self-study, relational emphasis, increased data flow, norms as change targets, a temporary-system approach, and expert or consultant facilitation.

34. National Training Laboratories Institute for Applied Behavioral Science. Reading Book, Twentieth Annual Summer Laboratories in Human Relations Training. Washington, D. C.: 1966. 122 pages. ED 011 989 MF $0.65 HC $6.58.

These papers represent notes for theory sessions presented at various training laboratories and are intended as helpful tools in supplementing theory sessions and understanding various laboratory experiences. The ideas and concepts have proved useful in national training laboratories over the years. Conditions for laboratory learning are set forth. The T-group, which employs inquiry, exploration, and experimentation into its own activities to improve understanding of individual and group behavior, is analyzed in terms of basic psychological needs and interpersonal processes. Emotional problems in organizations and groups are examined, together with leadership and the management of conflict, interpersonal communication, defense mechanisms and personal growth, useful criteria for evaluating group growth, relationships and interaction between client and consultant, processes of social interaction and change, and stages in planning organizational change. Skills are indicated for stimulating change in performance, attitudes, and understandings of an individual, group, organization, or community.

35. Palola, Ernest G. "Changing Centers of Power in Higher Education. A Challenge to Institutional Leadership." Paper prepared for the Junior College Presidents Seminar, Berkeley, California, June 21, 1968. Berkeley: Center for Research and Development in Higher Education, University of California, 1968. 53 pages. ED 029 549 MF $0.65 HC $3.29.

The fundamental character of colleges and universities in the United States is being changed by a variety of forces and pressures that have created a period of confusion, uncertainty, and alarm for many educators and policy-makers in higher education. The traditional principles and modes of institutional leadership are being challenged by forces from within and without higher education institutions. These forces often conflict with each other in struggles for power which negate simple solutions, but at the same time they contribute to major shifts in the distribution of power, authority, and influence in higher education. In order to reduce uncertainty about the institutions' contributions to society as they seek to maintain organizational flexibility to meet new and changing circumstances, the demands for change must be met by new strategies that stimulate more interest in the purposes and goals of higher education institutions. The paper discusses: (1) the features of three major crises in higher education since World War II, (2) a theoretical framework designed to focus on the distribution of authority and influence in higher education, (3) conceptual issues concerning national and statewide scenes within the context of the theoretical framework, (4) the consequences of changing centers of power and authority for institutional leadership, and (5) a renewed identity for colleges and universities within an open, flexible system of authority.

36. Purrington, Gordon A. "Administrator Competences and Organizational Effectiveness." Paper presented at the annual meeting of the American Educational Research Association, Chicago, February 1968. 11 pages. ED 026 742 MF $0.65 HC $3.29.

Organizational goals are achieved through the cooperative efforts of the organization's members. In a school organization, administrator competences are related to the effectiveness with which the school functions. If a school system is to function properly, the administrator must solve, to some degree, the four problems of productivity--external flexibility, internal flexibility, and reduction of tension and strain. To solve these problems he must possess minimum technical, conceptual, administrative, and human relations skills. Two similar New York state school systems with vast differences in levels of achievement provided data for a comparative study. Data were obtained from the responses of teachers of the districts to a questionnaire, and from interviews with other organizational members. The study concludes

that the administrator's competences seem to be related to the effective functioning of the system. Whether the functional requirements of the organization are solved and whether the needs and behaviors of individuals in the organization are made congruent with the organizational goals seem to depend on the competences of the administrators in the organization.

37. Reynoldson, Roger L. The Interrelationships between the Decision-Making Process and the Innovativeness of Public Schools. Final Report. Logan: Department of Educational Administration, Utah State University, 1969. 70 pages. ED 035 101 MF $0.65 HC $3.29.

This research investigates the interrelationships of educational decision making with the organizational climate and innovativeness in public schools. The data used in the study were gathered from 1,250 professional staff members in forty-nine public schools in Oregon, Washington, Nevada, Idaho, and Utah. The participating schools were classified into innovative and organizational-climate levels through use of questionnaire instruments. Another instrument determined whether the decision-making structure in each school was centralized or decentralized. The findings indicate that the educational decision-making structure does not measurably influence decisions of professional staff members to adopt innovative practices. However, more innovation was indicated in schools with greater openness of organizational climate. It is concluded that factors such as personality characteristics of the administrator, his willingness to adopt innovative ideas, his leadership style, and the diffuseness of the communication network may have more influence on decisions to adopt innovative ideas than the structure of decision making.

38. Ringer, Wayne B. Adult Education Organizations Relative to Program Development Affecting Innovative Procedures and Flexibility to Change. Illinois: University of Chicago, 1968. 226 pages. ED 030 076 MF $0.65 HC $9.87.

Five bureaucratic characteristics of organizations, determined by the perceptions of staff members in forty-five Cooperative Extension Service organizations and obtained through a mailed questionnaire, were compared with organizational innovativeness in program development as demonstrated over the past five years and reported by fifty-three raters composed of extension administrators responsible for programs on a state and national basis. When tested individually, the dimensional bureaucratic administrative characteristics--"hierarchy of authority," "rules and procedures," and "interpersonal relations" were not significantly related to innovation. Forty-nine percent of the variation in innovation was found to be attributable to four variables

which were grouped in pairs: "rules - rewards" and "personnel - budget" or "resources." "Rewards of office" and "rules and procedures," when tested as grouped or combined variables in regression analysis, proved to be significantly related to innovation. The human and material resources possessed by an organization were significant predictors of innovation. Letters and questionnaires used in the study and a bibliography are included in the appendix.

39. Schmuck, Richard A., and Runkel, Philip J. Organizational Training for a School Faculty. Eugene: Center for Advanced Study of Educational Administration, University of Oregon, 1970. 200 pages. ED 037 832 MF $0.65 HC $6.58. (Also available from the CASEA Editor, The Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon 97403, $2.50.)

This monograph reports on an intervention that attempted to improve the flexible organizational problem solving of a junior high school faculty. Organizational development, not personal change, was the study's goal. Although the emotional reactions of faculty members were considered in the design, the intervention concentrated on organizational roles and norms and their interrelationships. The researchers questioned whether a faculty could improve its organizational functioning--using group training in communication and problem solving--while conducting the normal business of the school. Data from the study indicate that organizational changes occurred in verbally expressed attitudes about the principal and staff meetings, in the kinds of innovations reported, and in the changing norms of the faculty.

40. Schmuck, Richard A., and others. Improving Organizational Problem-Solving in a School Faculty. A Preliminary Report. Eugene: Center for Advanced Study of Educational Administration, University of Oregon, 1969. 36 pages. ED 032 651 MF $0.65 HC $3.29.

This preliminary report discusses a study designed to test whether training in interpersonal communication skills could improve organizational problem solving in a school faculty. The training intervention, in a junior high school, used exercises designed to increase awareness of interpersonal and organizational processes. The goal was to increase the effectiveness of the faculty as a working body, rather than to attempt the improvement of the personal development of individuals. Issues that thwarted organizational functioning included: (1) insufficient role clarity of the principal, vice principal, counselors, and department coordinators; (2) failure to draw on staff resources, especially between academic departments; and (3) low staff involvement and participation at meetings of committees, departments, and full faculty. Posttraining questionnaires pointed to favorable improvement.

41. Steinhoff, Carl R., and Owens, Robert G. "Organizational Climate in the More Effective Schools. Research Report." Paper presented at ERANYS, Albany, New York, November 15, 1967. New York: Division of Teacher Education, City University of New York, 1967. 14 pages. ED 019 372 MF $0.65 HC $3.29.

This report presents the findings of a study which assessed the organizational climate of the twenty-one More Effective Schools (MES) in New York City. The findings were gathered for the information of MES building principals. An Organizational Climate Index (OCI) was distributed to MES teachers, and responses from fourteen of the schools were analyzed. When OCI scale, factor, and area means and sigma were computed and analyzed for each of these schools, differences in the perception of the environment in the schools were found to exist. These differences, and the complex correlations between climate, pupil ethnicity, and student/teacher personnel variables, are reported. It is concluded that school reorganization and increased staff may not be effective ways to raise achievement levels. Rather, longer-term efforts to create certain fundamental psychological and environmental conditions may be necessary to bring about academic achievement gains.

42. Thomas, Terry A. Changes in Elementary School Principals as a Result of Laboratory Training. Eugene: Center for Advanced Study of Educational Administration, University of Oregon, 1970. 22 pages. ED 041 368 MF $0.65 HC $3.29.

Response data from questionnaires administered to 204 teachers served as the basis for determining (1) changes in the interpersonal relations of elementary principals, and (2) the effect of needed changes on the social-emotional climate of their respective schools. Perceived change, organizational climate, executive leadership, tact, and collaborative decision making were measured. This report describes the resulting five-day training laboratory attended by twenty-eight elementary principals, and includes a list of the objectives, a list of twelve changes hypothesized as a result of the training, and a brief statistical analysis of behavior changes in a preregistered group and a nonpreregistered group. The study revealed more positive change by principals in the experimental group than by those in the control group, and showed that laboratory training in interpersonal relations affects positively the administrator's behavior with his staff and the social-emotional climate of the school.

43. Woods, Richard G. "Helping Institutions Respond to Change Needs through Training." Speech given before the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 24, 1970. 5 pages. ED 040 235 MF $0.65 HC $3.29.

This paper makes suggestions for adapting training and staff utilization to organizational restructuring, and responsiveness to social needs. The ideal training format for organizational innovation would require selecting, assembling, protecting, and encouraging people, from both within and outside the institution, who are best equipped to initiate, plan for, and evaluate change. Thus, supervisors and decision makers must be prepared to accept participation in change-design from all ranks of employees, including members of indigenous user populations and minority groups. Organizations should be especially alert to the potential contributions of social service user populations whose individuals may function as staff members, paid consultants, or advisors. Motivational framework should incorporate intrinsic rewards that come from individual effectiveness in responding creatively to social needs. The university could serve as a catalyst for this type of change-design by setting up model training programs and developing ways of overcoming status, social class, and rank differentials that can either inhibit or enhance creativity and innovation.

44. Zenger, John Hancock. "The Effect of a Team Human Relations Training Laboratory on the Productivity and Perceptions of a Selling Group." D.B.A. thesis, 1967. 176 pages. ED 024 900 Document not available from EDRS. (Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103, Order Number 68-5887, MF $3.00, Xerography $8.00.)

Objectives of this study are to establish that the climate and behavior in work groups can be changed, to assess the relationship between productivity and perceptions in such groups, and to evaluate the use of team training in bringing about change relating to organizational goals. The two-year study used experimental and control groups of insurance agents, together with supervisors and other managerial personnel. Conventional training was applied to one control group to counteract the Hawthorne effect. Experimental training included three-day team training laboratories and follow-up sessions involving agents, first-line managers, and their superiors. Measurements of productivity were made before, during, and at the end of the experiment. Agents' incomes increased and the organizational unit rose in overall company rankings as a result of training; positive changes in perceptions of one's superiors and one's peer group also were produced. General conclusions include the following: (1) the experimental procedures contributed to increased productivity; (2) training laboratories involving the lowest level of the organization had greater impact than those with management only; and (3) team training laboratories resulted in a general overall positive change in perceptions.

SUBJECT INDEX

Administrative Change 4
Administrative Organization 1,8,24
Administrative Personnel 31
Administrator Qualifications 36
Administrator Responsibility 36
Administrator Role 8,11,22
Adoption (Ideas) 6,31
Adult Educators 3
Attitudes 3
Behavior Change 13,32,34
Bibliographies 4
Bureaucracy 2
Business 10
Case Studies (Education) 12
Change Agents 15,26
Chief Administrators 23
Classroom Environment 9
Communication Skills 39,40
Decision Making 37
Development 6
Educational Administration 23,32
Educational Change 21,22,28,33
Educational Improvement 20
Educational Innovation 18,21,22,32, 37,38
Educational Objectives 35,36
Educational Planning 7,28
Educational Problems 20
Educational Programs 3,39,43
Educational Research 18
Elementary Schools 14,19,41,42
Employer Employee Relationship 11
Enrichment Programs 41
Environmental Influences 5
Equal Opportunities (Jobs) 43
Evaluation Techniques 13
Faculty 40
Governance 16
Group Norms 32
Higher Education 15,35
Human Relations 7,42
Individual Characteristics 10,29
Industry 13
Innovation 20,24
Inservice Teacher Education 27
Institutional Role 15
Instructional Innovation 14
Intergroup Relations 10,29
Interpersonal Competence 34
Interpersonal Relationship 30
Junior Colleges 8
Junior High Schools 9,40
Laboratory Training 7,13,27,34,42,44
Leadership 24
Leadership Responsibility 35
Leadership Styles 2
Legislation 35
Management Development 7,11

Models 25

Organization 1,4,8,24

Organizational Change 1,3,4,5,6,7, 10,11,12,13,15,16,17,20,21,22, 23,25,26,27,28,29,30,33,34,38, 39,40,43,44

Organizational Climate 2,9,14,17,18, 19,29,31,32,33,35,36,37,41,42

Organizations (Groups) 2,5,38

Performance 10

Personal Growth 34

Personnel 29

Planning 5,15,26

Policy Formation 16

Power Structure 2,11

Prediction 3

Preservice Education 27

Presidents 8

Principals 42

Problem Solving 39,40

Program Descriptions 12

Program Development 38

Program Effectiveness 12

Public Schools 18,33,37

Public Support 20

Rating Scales 41

Research 26

Research Utilization 28

Sales Workers 44

School Administration 24

School Organization 12,17,18,19,25

School Systems 28,33,36

Sensitivity Training 6

Small Group Instruction 44

Social Change 43

Social Structure 14

Social Systems 30

Staff Utilization 43

State Agencies 23

State Departments of Education 23

Student Participation 16

Summer Schools 27

Systems Approach 17

Teacher Administrator Relationship 17

Teacher Attitudes 19

Teacher Behavior 9,21

Teacher Characteristics 14

Teacher Response 41

Teacher Role 16,19,21

Teachers 9,31

Theories 26

Training Objectives 39

Training Techniques 5

Urban Education 25

Urban Extension 38

Urban Schools 25